
CAREER PREPARATION STANDARDS

DRAFT INTERIM
CONTENT AND
PERFORMANCE
STANDARDS

THE CHALLENGE INITIATIVE

INTRODUCTION

The Challenge School District Reform Initiative calls on California's educators and parents to embrace a simple but powerful concept: school districts must set high content and performance standards for student achievement—stating clearly and publicly what each student should know and be able to do at the end of each year in each subject area. Schools are challenged to hold themselves accountable for results, reporting precisely how well their students are achieving and how many students are meeting the school district standards.

To further the Challenge Initiative, the following Draft Interim Content and Performance Standards, “Challenging Standards for Student Success,” have been developed in language arts, mathematics, history-social science, science, health education, physical education, visual and performing arts, foreign language, applied learning, service learning, and career preparation. Each set of standards includes an introduction, standards by grade level, examples of the types of work students should be able to do to meet the standards, and samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standards. Some sets of standards also include samples of student work that meet the standards, and a few have short commentaries on these samples.

The draft Challenge Standards are a product of collaboration among representatives of school districts interested in the Challenge Initiative, curriculum specialists, teachers, and California Department of Education staff. Small working groups began the initial development of the standards in October 1995 and work on them continues, using as a basis the national standards including those from the New Standards Project; school district standards; California curriculum frameworks; and *Every Child a Reader* and *Improving Mathematics Achievement for All California Students*, the Superintendent of Public Instruction's 1995 task force reports on reading and mathematics. In December 1995 the working groups submitted their drafts to the California Department of Education. The complete set of draft Challenge Standards was distributed to representatives of the school districts interested in the Challenge Initiative at a meeting in Sacramento on December 14, 1995.

Several national and state reform efforts promote the development of standards. The New Standards Project, for example, builds on content standards developed by national professional organizations to design an assessment system based on world-class standards of student performance. Improving America's Schools Act of 1994 (IASA) requires school districts to measure student progress toward achieving rigorous state content and performance standards. California Assembly Bill 265, enacted in 1995, also requires the California State Board of Education to adopt academically rigorous statewide content and performance standards.

As part of the Challenge Initiative, participating school districts will now begin to (1) determine how the draft Challenge Standards relate to local standards, (2) gather samples of student work related to each standard, and (3) examine the student work to determine whether or not students are able to meet each standard.

When completed, the content and performance standards will establish a clear set of expectations for what students should know and be able to do at every grade level. These standards are in draft form and continue to be refined. Therefore, any comments are appreciated. General comments and questions about the draft Challenge Standards may be directed to the Assessment Office at (916) 657-3011. Specific comments and questions may be directed to the individuals listed below.

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HEALTH CAREERS EDUCATION STANDARDS

INTRODUCTION

The health care industry is growing faster than computers and is bigger than defense. Health care expenditures for 1993 totaled more than \$940 billion while the defense budget totaled \$290 billion. Expenditures related to health care comprise nearly 14% of the Gross Domestic Product. This industry employs more than 10.6 million workers, about 16.5% of the workforce, and operates more than 5,500 hospitals across the nation. Nearly everyone at some time during their life is directly affected by health care. The quality of care depends upon the quality of preparation available during the health care providers' educational experiences and upon an adequate number of candidates prepared for employment in health care to meet the human resource needs of the industry. The opportunities and benefits offered by the health care industry are numerous. There are more than 300 different careers from which to choose which may relate directly or indirectly to patient care.

For the student who would like to consider a career in health care, preparation must begin early in their education. The health careers path program supports this preparation as follows:

- **K–3.** Students will be introduced to the various opportunities for working in health care and will be encouraged through integrated activities and exercises to think about how health care practitioners can help them better care for their bodies.
- **Grades 4–5.** Students will begin to understand how the various activities in which they participate affect their health. They will connect particular functions and activities to specific health care practices; for example, how dentists can help keep students' teeth healthy, how a physical therapist or sports medicine therapist can help students understand the effect sports and exercise have on their musculoskeletal system, or how the use of legal and illegal drugs produce chemical reactions in the body.
- **Grades 6–8.** Students will explore the entire health care industry and will determine whether they want to work in health care. They may be involved in community service or volunteer activities to help them better understand what working in health care entails.
- **Grades 9–10.** Students will complete a health careers introductory core course, Introduction to Health Care, that will include a variety of aptitude and interest surveys as well as field trips to health care facilities, guest speakers, and some job shadowing that will help them make a specific career choice. They may continue their community service and volunteer work at several different sites in order to gain a clear understanding of the complexity of the industry. They may also make exploratory observations in laboratories, pharmacies, hospitals, clinics, or long-term care settings.
- **Grade 11.** Students focus on learning more about the career they have selected through completing a health careers preparatory core course, Preparing to Work in Health Care, Level I. They will learn the importance of ethical behavior and accurate and appropriate written and verbal communications. They will understand the importance of becoming proficient in their academic content in order to perform the various skills necessary for working in health care.
- **Grade 12.** Students wishing to go to work immediately after graduating from high school may elect to attend the Regional Occupational Center or Program in the area and take career-specific courses that prepare them for work. These courses will prepare students for a variety of careers, including nurse assistant, medical transcriptionist, sports injury assistant, or biotechnology lab assistant. Upon completing coursework at the ROC/P program, students may continue their education preparation at a community college or university.

Student who with to go directly to community college or the university, and do not participate in an ROC/P program, before they enter the job market will complete a health careers advanced core, Preparing to work in Health Care, Level II. This core will guide students' job shadowing experiences and research projects that are directly related to the career they have selected. On occasion, students will rethink their career choice once they have had the opportunity to experience firsthand the skills, knowledge, and performance required. For example, some students may find that they are better suited for the pharmaceutical environment than for a medical office.

HEALTH CAREERS EDUCATION STANDARDS

GRADES 6–8

EXPLORATION OF HEALTH CAREERS

INTRODUCTION

The health careers exploratory career preparation standards build on the students' behaviors, interests, and experiences. Students begin to explore various career opportunities and options in the health career industry and begin to focus their interest in a broad career area. Integrated exploratory health care curriculum, skills class course work, volunteer and community service, field trips and guest speakers, career guidance, and other activities support the exploratory standards.

Refer to the document *Health Careers Education 2000: A Program Guide* for more detailed information on course and curriculum design utilizing the health careers education standards.

SOCIOECONOMICS

STANDARD 1:

Students will understand how cultural differences, attitudes, and economic issues have changed health care practices, procedures, and beliefs. They will describe how these changes affect the delivery of quality health care.

Examples of the types of work students should be able to do to meet the standard:

- Working in teams, students interview a variety of health care workers. Student teams report back to the class about what they have learned. After each team has reported, the teacher leads a discussion on how the roles of health care workers have changed.
- Working in small groups, students design a display to depict various types of health care facilities that are in their community. Each student group will present and explain the display to the class.

GROWTH AND DEVELOPMENT

STANDARD 2:

Students will understand basic physical and psychological human needs and how these needs relate to the quality of life. They will distinguish factors contributing to wellness and illness and will demonstrate healthy behaviors.

Examples of the types of work students should be able to do to meet the standard:

- Students keep a physical activity diary for one week. They develop a class chart using fractions. Students are divided into various groupings (ten students equal one third of a class of thirty), according to physical activities. They then answer the following question: Were the students who played soccer more fit than the students who participated in gymnastics or Nintendo?
- Students compare fitness groups according to the President's Council on Fitness Standards. Individually, using the activity diary, each student compares and evaluates his or her own fitness with the Fitness Standards and creates a self-improvement plan as needed.

SAFETY

STANDARD 3:

Students will understand the nature of microorganisms and the relationship of these organisms to disease processes. They will define various microorganisms and modes of transmission and will give examples of preventive measures that could occur in the home or school environments.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare an oral presentation on an infectious disease that is commonly present in their school setting. They describe the signs and symptoms, the means of transmission, and research the causative microorganism of the disease. Students then make recommendations to prevent the spread of this disease.

COMMUNICATION AND DECISION MAKING

STANDARD 4:

Students will understand the principles of effective communication and decision making. They will show they can communicate both orally and in writing. They will listen attentively and follow instructions, request clarification or additional information as needed.

Examples of the types of work students should be able to do to meet the standard:

- Students discuss in groups reasons for concise, clearly written entries on legal documents such as patient charts. Students present their findings to the class.
- Students role play a situation in which non-verbal communication is used. Students can then discuss facial expressions and context and culture of facial expressions and the importance of all types of communications in health care.

ETHICAL AND LEGAL RESPONSIBILITIES

STANDARD 5:

Students will understand the importance of ethical and legal behavior related to health care. They will identify the health care worker's responsibilities in maintaining ethical standards of practice and patient rights.

Examples of the types of work students should be able to do to meet the standard:

- After viewing films and reviewing resource materials showing actual health occupations and workplace situations, students research and formulate a dress code that would be acceptable in a variety of health care settings.
- Upon visitation of three health care facilities, students critique the facility based on professionalism in the areas of facility appearance, personal grooming and appearance, and professional communications.
- Given a scenario of a health care worker who is performing duties that are not within the legislated scope of practice in California, but are legal in another state, students in groups discuss the responsibility of that health care worker according to California's professional ethics and the results of noncompliance that would occur.

CAREER PLANNING

STANDARD 6:

Students will understand the process of career planning. They will participate in the initial stages of self-assessment for planning, career choices, and decision making.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare posters that illustrate the various opportunities in health care. Students investigate a career in health care that interests them and create a poster to depict that career. Students should be encouraged to research literature, write letters to professional organizations, and interview and job shadow the health care worker. Students will present their poster to the class and answer questions regarding that career.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students organize and participate in a discussion of the possible ramifications of sharing confidential information about a patient that they have overheard while on a hospital site visit. The patient has a terminal diagnosis and the family has not yet been informed. (Standards 1,2,4,5)

HEALTH CAREERS EDUCATION STANDARDS

GRADES 9–10

INTRODUCTION TO HEALTH CARE

INTRODUCTION

As students enter high school, grades nine or ten, they include in their education program the health careers introductory core course, *Introduction to Health Care*, that includes across the industry standards necessary for anyone employed in health care. Workplace explorations, community service, and volunteer experiences, in concert with the health care based integrated interdisciplinary curriculum, provide the information needed for students to make a career decision on which to design the remainder of their high school program.

Refer to the document *Health Careers Education 2000: A Program Guide* for more detailed information on course and curriculum design utilizing the health careers education standards.

SOCIOECONOMICS

STANDARDS 1:

Students will understand how health care practices, procedures, and philosophies have evolved from primitive practices to current high technology. They will explain how this evolution has influenced health care practices and the roles of various health care delivery systems in disease prevention, health maintenance, diagnosis, treatment, and rehabilitation.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare a report comparing and contrasting the health care system from primitive to present times. The paper should include at least five milestones that have changed health care, e.g., technology, sterilization, vaccines, antibiotics, and third-party payer systems.

GROWTH AND DEVELOPMENT

STANDARD 2:

Students will understand the basic developmental stages of human growth and development. They will recognize behaviors and physical characteristics of various stages of human growth and development and will recognize health issues commonly associated with each developmental stage.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare a personal growth portfolio to include school pictures, growth measurements, and career choice changes through the various development stages.
- Students compare their height, eye color, and other physical characteristics to other classmates and discuss the basis for the differences.

SAFETY

STANDARDS 3:

Students will know and understand occupational safety issues as they relate to the employer, employee, and patient within the health care setting. They will describe health safety habits that prevent injury. They will follow safety guidelines as appropriate at home, school, and at the healthcare setting.

Examples of the types of work students should be able to do to meet the standard:

- Students participate in a field trip/tour of a health care facility and identify potential safety hazards within specific departments and careers, and discuss steps that may be taken to avoid injury.
- Students participate in preparation of a safety fair to present to parents, students, school board members, and the community. Students will research the most common safety issues and injuries at home, at school, and in a health care facility and, by using pamphlets, presentations, and posters. The students will prepare recommendations to eliminate or reduce potential hazards.

COMMUNICATION AND DECISION MAKING

STANDARD 4:

Students will understand key concepts of group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative relationships across gender, generation, and cultural groups.

Examples of the types of work students should be able to do to meet the standard:

- A group of students organize and participate in a panel discussion on a current bioethical issue. All students in the class must formulate a position and substantiate that position from information given by the panel members.

ETHICAL AND LEGAL RESPONSIBILITIES

STANDARD 5:

Students will understand laws, guidelines, and professional codes of the health care community. They will explain how individual responsibility for choice of action and behavior within legal and professional boundaries impacts quality of care.

Examples of the types of work students should be able to do to meet the standard:

- In cooperative learning groups students discuss and come to consensus on how they feel about being asked to donate a tissue or an organ and which organ they would be willing to donate. Students come to consensus about the circumstances under which they would be willing to accept the responsibility of giving away an organ of a “loved one.”
- In a classroom discussion, students discuss how they would feel if a health care worker broke the health care confidentiality code and told someone about their medical history. The medical history could include sensitive and confidential information.

CAREER PLANNING

STANDARD 6:

Students will understand the range of skills necessary for entry into the health care field. They will utilize this career information as they research education requirements, employment outlook, and career potential for various health care careers, and they will develop an initial career plan based on individual interest and attitude inventories.

Examples of the types of work students should be able to do to meet the standard:

- Students develop a career plan that includes selection of a career within a broad career focus, letters to the various colleges, universities, and/or appropriate trade school that offer the selected career preparation program.
- Students research financial aid, scholarships, grant and loans available to support their continuing education program.
- Students research admittance requirements and compare findings to their own high school credits, GPA, and college preparation courses and prepare a personal timeline of significant events that must occur in preparation for continuing their education program beyond high school.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students prepare and present to the class a written report on how technology has extended the average life span and the ramification of more people living longer on the cost of and access to health care. (Standards 1,4,5,6)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 11

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL I

INTRODUCTION

The eleventh grade education program includes a preparatory health careers core course, *Preparing to Work in Health Care Level I*, for all students in the health careers path. Students concurrently continue integrated academic course work and also continue and expand their workplace connection experiences. Community service and volunteer opportunities continue whenever appropriate. These experiences help confirm student's career choice.

Refer to the document *Health Careers Education 2000: A Program Guide* for more detailed information on course and curriculum design utilizing the health careers education standards.

SOCIOECONOMICS

STANDARDS 1:

Students will analyze the interrelationships of the health care system. They will relate health care needs, funding, staffing, and regulation of practice to the quality of service provided.

Examples of the types of work students should be able to do to meet the standard:

- Students analyze the current health care delivery system and the various career opportunities in each delivery system.
- Students make a chart or graph showing health care needs from a random sampling of the community and compare that need to the services available from the various delivery systems.
- Students prepare a resource pamphlet listing the various state and federal agencies that regulate health care providers.

GROWTH AND DEVELOPMENT

STANDARD 2:

Students will understand the concepts and principles of human body system structure and function in relation to human growth and development. They will classify normal and abnormal physiology and physical characteristics according to the basic developmental stages.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- Students prepare a graphic depiction of the physiological changes during various developmental stages of growth.
- Students interview their own parents and other family members and develop a personal growth portfolio to include pictures, growth charts, and anecdotal notes from parents.

SAFETY

STANDARD 3:

Students will understand the principles of asepsis, body mechanics, and protective safety measures. They will differentiate safety issues and risks inherent to specific health careers including, but not limited to exposure to infection, hazardous and biomedical waste and materials, behavioral problems, and fire and disaster.

Examples of the types of work students should be able to do to meet the standard:

- In a group, students present workplace safety policy and procedures through a role play activity. They will demonstrate appropriate lifting techniques, sterile techniques, and combative behavior control.
- Students prepare a disaster evacuation plan for a selected health care facility in the community (acute, long term care or rehabilitation).

COMMUNICATION AND DECISION MAKING

STANDARD 4:

Students will exhibit critical and creative thinking, logical reasoning, and problem solving skills. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate, and select alternative solutions.

Examples of the types of work students should be able to do to meet the standard:

- Given a health care scenario of a modern-day disease outbreak or unusual health care controversy, students identify issues and possible remedies for controlling the spread of the disease and present findings to the class.
- Students calculate the yearly cost and benefits of various health care plans and conclude which plan would be most beneficial and cost effective. They compare the data for the 16-24 age group, 35-50 age group, and over-65 age group.

ETHICAL AND LEGAL RESPONSIBILITIES

STANDARD 5:

Students will evaluate ethical considerations, legal constraints and professional codes affecting health care delivery systems. They will interpret individual responsibility for professional conduct within ethical and legal boundaries.

Examples of the types of work students should be able to do to meet the standard:

- Students choose a current ethical issue such as “Who gets the heart” or assistive suicide and present a panel debate on that topic.
- Students research a selected health care career and outline basic legal boundaries that determine the scope of practice for the practitioner.

CAREER PLANNING

STANDARD 6:

Students will analyze the relationship of personal traits such as interests, values, aptitudes, and abilities to career choices and job satisfaction. They will compare their personal profiles to various health career educational requirements and job experience, environmental factors, and work related expectations to analyze and define their career plan.

Examples of the types of work students should be able to do to meet the standard:

- Students will complete an individual career and education plan based on aptitude, interest, and career opportunity research.

HEALTH MAINTENANCE

STANDARD 7:

Students will use knowledge of prevention of disease processes for the maintenance of optimum health. They will apply appropriate fundamentals of fitness to develop an individual health plan.

Examples of the types of work students should be able to do to meet the standard:

- Students will research a contagious disease and prepare a fact sheet on transmission and prevention.
- Students will prepare a personal physical fitness plan that will help decrease their chance of contracting the contagious disease presented on the fact sheet.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students research the various injuries that are common to specific sports and their long-range effect on the athlete. They compare the average salaries and “work” life of athletes in various sports, and the number of athletes who are actually successful in contrast to the number of potential candidates. The students in groups come to a consensus on “is it worth it?” and justify their position. (Standards 3,4,6,7)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

INTRODUCTION

During the twelfth grade, students either complete the high school program at the ROC/P in one or more career-specific courses which incorporate the advanced health careers fundamental standards and/or take the advanced health careers core course, *Preparing to Work in Health Care Level II*. Both courses are coupled with the academic program necessary to meet high school program, students have the option of going directly to work or continuing their career preparation at an adult skill center, community college, or university. Often, students return for advanced education once they have entered the work force, as noted earlier and indicated on the chart. Therefore, it is important to assure that all health careers path students have the academic preparation necessary for college entry.

Refer to the document *Health Careers Education 2000: A Program Guide* for more detailed information on course and curriculum design utilizing the health careers education standards.

SOCIOECONOMICS

STANDARD 1:

Students will evaluate integrated systems, alternative care, reimbursement, and cost systems and how these processes affect health care delivery. They will compare systems as they relate to the services performed by the health care worker and provide conclusions on resultant quality of care.

Examples of the types of work students should be able to do to meet the standard:

- Students trace the history of a selected health care service and note the major changes and advancement that have influenced the processes and procedures unique to that service.
- Students compare and contrast the various delivery systems that have evolved and identify the services provided and clients served by each.
- Students compare a variety of cultural beliefs and compare traditional to nontraditional approaches to health care for several cultures.

GROWTH AND DEVELOPMENT

STANDARD 2:

Students will synthesize knowledge related to specific diseases of human body systems. They will categorize treatment protocols as determined by stages of growth and development.

Examples of the types of work students should be able to do to meet the standard:

- Students choose a body system and create a visual reproduction to illustrate the anatomy and/or physiology of that system and relate specific diagnostic or therapeutic procedures to the selected system.
- Students work in groups to prepare oral presentations discussing the various stages of growth and development and common illnesses at each specific stage, e.g., common childhood illness, common diseases of the elderly.

SAFETY

STANDARD 3:

Students will evaluate potential hazards to patients, health care workers, and co-workers within various health care settings. They will take appropriate steps to prevent injury or illness through safe work practices and adherence to health and safety policies and procedures.

Examples of the types of work students should be able to do to meet the standard:

- Students become certified in first aid and CPR and demonstrate proficiency in a simulated emergency disaster drill requiring these skills.
- Students demonstrate proper body mechanics when transporting or positioning patients or moving equipment.
- Students respond appropriately to an emergency situation scenario occurring in three separate types of health care environments, e.g., biotechnology laboratory, dental office, imaging department, medical surgical floor, a rehabilitation clinic, or a skilled nursing facility.

COMMUNICATION AND DECISION MAKING

STANDARD 4:

Students will understand roles and responsibilities of individual members as part of the health care team, including their ability to effect change to promote the delivery of quality health care. They will identify leadership characteristics associated with different aspects of health care delivery systems. They will design, redesign, and participate in a variety of work groups and show sensitivity when they interact with people.

Examples of the types of work students should be able to do to meet the standard:

- Students, given a situation related to providing patient information regarding their treatment once they are released from the facility, will work in teams to prepare a brochure with instruction that are adequate, appropriate, and easy to understand.
- Students will participate in a mock staff meeting at a selected health care site to discuss strategies for improving delivery of services to clients.

ETHICAL FRAMEWORKS

STANDARD 5:

Students will analyze principles of accepted ethical frameworks with respect to cultural, ethnic, and social differences within the health care community. They will examine the impact and implications of these frameworks on quality health care.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate knowledge and understanding of the roles and responsibilities, professional ethics and professional conduct of a health care worker by responding to a scenario that describes questionable behaviors that may be offensive to a specific ethnic group seeking health care in the community.

- Students collect data on the ethnic makeup of the community and prepare a report on the various beliefs that are unique to each group regarding the giving and receiving of health care.

LEGAL RESPONSIBILITIES

STANDARD 6:

Students will understand how accountability and legal responsibilities of health care workers relate to negligence, malpractice, medical economics, laws, regulations, and the legislated rights of patients. They will conduct themselves in a professional manner within legal boundaries.

- Students prepare a list of the various local, state, and federal agencies that regulate the health care industry.
- Students compare and contrast legal and illegal behaviors for a health care worker in a selected service and participate in a discussion of possible legal and professional actions that might be taken as a result of illegal behaviors.

CAREER PLANNING

STANDARD 7:

Students will evaluate health career responsibilities, benefits, and requirements for education and experience at the assistant, technical, and professional levels of entry into practice. They will assume responsibility for professional growth through didactic and clinical preparation, exploration of the workplace and membership in professional associations.

Examples of the types of work students should be able to do to meet the standard:

- Students research a selected health care career including information on the educational requirements, licensure, or certification, and they develop an education plan to prepare to work in the selected career.
- Students word process a personal resume and cover letter, prepare an employment application, and participate in a mock interview related to the selected career.
- Students participate in a worksite learning experience in the selected career.

HEALTH MAINTENANCE

STANDARD 8:

Students will evaluate various preventive health care practices and determine how they contribute to quality of life. They will compare and contrast the economic impact on society of the practices evaluated.

Examples of the types of work students should be able to do to meet the standard:

- Students identify and describe high-risk behaviors and present various preventive measures to correct the behaviors.
- Students prepare a personal physical fitness program to provide optimum quality of life for their foreseeable future.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students complete a research project on various high risk behaviors: smoking, excessive use of alcohol, poor eating habits, lack of exercise, various competitive activities (high speed racing, hockey, football), and participation in activities with an inherent danger (extreme skiing, skydiving, motorcycle demonstration events), and determine the significance of the activities/behaviors in relationship to the cost of health care as compared to those that do not participate in these activities/behaviors. They report on ethical and legal responsibility for those participating in the activity/behavior and prepare an argument as to why the participants should or should not be covered by health care benefits and to what extent they should be covered. (Standards 1,2,3,4,5,6,8)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

BIOTECHNOLOGY SERVICES

INTRODUCTION

Biotechnology services incorporate the job specific health careers standards with didactic and laboratory competencies for the various biotechnology occupations. Students completing the Biotechnology services standards are prepared to assist with basic biotechnology research and development procedures performed by laboratory professionals or students can continue their education in a variety of skill-specific biotechnology occupations.

Workplace learning experiences may occur in private biotechnology laboratories or teaching hospitals.

BIOLOGICAL ANALYSIS

STANDARD 1:

Students will know research protocol and understand how these principles affect the analytic process. They will prepare chemical and biological agents and perform biological assay consistent with established standards.

Examples of the types of work students should be able to do to meet the standard:

- Students visit a biotechnology lab to observe the processes used in various departments.
- Students prepare an outline describing the steps typical for scientific research.
- Students prepare a slide for microscopic examination consistent with current biotechnology research interests (e.g., DNA).

BIOTECHNICAL SPECIMEN COLLECTION

STANDARD 2:

Students will understand the principles involved in obtaining biotechnology specimens or materials samples. They will perform routine specimen and material sample collection and prepare samples for testing.

Examples of the types of work students should be able to do to meet the standard:

- During a workplace learning experience, students select a specific testing procedure and prepare a specimen for testing.
- Students observe the results of a specimen test and prepare a report on the findings.

BIOTECHNICAL MATERIAL PROCESSING

STANDARD 3:

Students will analyze the purpose and relationship of specific buffers, and reagents to biotechnological procedures. They will process materials according to standard operating procedures for specific product testing, processing, and manufacturing.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare an inventory report of the chemicals used in biotechnology processing.
- Students experiment and report on reactions of various chemicals to specific biotechnical processing procedures.
- Students practice the “suiting up” procedure for testing in a cleanroom.

BIOTECHNICAL PRODUCT MANUFACTURE

STANDARD 4:

Students will evaluate process requirements for the manufacturing of biotechnology exploratory products. They will prepare equipment and materials and process product samples according to accepted protocol or standard operating procedures.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare and participate in an ethical debate on a specific exploratory product.
- Students prepare a sample news release on the findings of a specific product research.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students prepare and participate in a debate on current research occurring in a biotechnology lab. The debate will include discussion on how the public might respond to the results of the research, the kinds of scientific processes that may be included, and whether the students would like to participate in the research. (Standards 1,2,3,4)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

DENTAL AUXILIARY SERVICES

INTRODUCTION

Dental services incorporate the job-specific health careers services core standards with didactic, laboratory, and clinical competencies for the various dental occupations. Students completing course work in the dental services are prepared to provide preventive, supportive, restorative, and interceptive services for patients.

Workplace learning experiences may occur in private and group dental practices, dental clinics, dental laboratories, and hospitals that have a dental department.

PATIENT MANAGEMENT

STANDARD 1:

Students will understand a variety of organizational skills to maximize efficient operations in providing dental services. They will collect patient data and allocate units of time according to urgency, doctor preference, equipment, space, and staffing variables.

Examples of the types of work students should be able to do to meet the standard:

- Students will demonstrate/teach each other tooth brushing and dental floss methods and provide the same teaching strategy for students at an elementary school in the community.
- Students will use a sample of an appointment daily schedule from a dental office and redesign the day for more productivity.

RECORDS AND FINANCIAL MANAGEMENT

STANDARD 2:

Students will know the purpose and function of a variety of dental and financial records systems. Students will understand the various types of dental insurance coding and claims processing procedures. They will maintain and manage dental and financial records systems, process insurance claims, receive and prepare correspondence, and verify legal documentation.

Examples of the types of work students should be able to do to meet the standard:

- Students put a portfolio of various legal patient forms together for review.
- Students, given simulated patient information, complete a patient record including third-party payer information, diagnosis and treatment results and future care prescribed.
- Students, given a prepared list of information, record financial charges/payments on a daily ledger and reconcile ledger at the end of the exercise.
- Students prepare sample letters to patients, e.g., welcome, refunds, collections and appointment reminders.

TREATMENT PROTOCOL

STANDARD 3:

Students will understand the needs of patients and clinicians when preparing for specific dental procedures. They will prepare the patient, assemble and prepare necessary dental equipment and instruments, assist the clinician with instruments, materials, and treatments, perform patient services, and provide patient education as requested.

Examples of the types of work students should be able to do to meet the standard:

- Students identify instruments and prepare various procedural tray setups within a specified time.
- Students seat each other as patients, role playing as a child, geriatric, wheel chair, blind, and anxious patient.
- Students examine a simulated oral cavity for tissue health identification by color and oral lesion relationship.

RADIOLOGY

STANDARD 4:

Students will understand the purpose of the theory and clinical application of dental radiographic techniques. They will demonstrate procedures necessary for completion of the dental radiologic examination for patient diagnosis in compliance with the Dental Practice Act for certification.

Examples of the types of work students should be able to do to meet the standard:

- Students identify anatomical landmarks shown on x-ray film.
- Students correctly mount a full set of 18 radiographs.
- Students demonstrate safety protocol, placement, exposure, and developing of radiographs.
- Students explain exposure safety procedures to patients.

SUPPORTIVE PROCEDURES

STANDARD 5:

Students will know the various support services procedures necessary to provide quality dental care. They will prepare and process instruments and equipment and utilize inventory control procedures to assure appropriate and quality dental care.

Examples of the types of work students should be able to do to meet the standard:

- Students complete an infection control program including OSHA regulations and Universal Precautions protocols.
- Students prepare instruments for and complete a sterilization procedure.
- Students prepare dental materials following infection control protocol.

EXPANDED INTRA-ORAL PROCEDURES

STANDARD 6:

Students will understand procedures performed by a registered dental assistant (RDA). They will perform basic dental assisting and registered dental assisting duties as legislated in the Dental Practice Act.

Examples of the types of work students should be able to do to meet the standard:

- Students will prepare, place, and evaluate intra-oral procedures including; rubber dam, Tofflemire matrix, periodontal packs, and temporary crowns.
- Students will demonstrate appropriate immediate and temporary emergency response to abnormal patient reaction to the procedure(s).

LABORATORY PROCEDURES

STANDARD 7:

Students will understand the principles of mechanical and technical skills in construction of dental prosthetic, interceptive, and corrective devices worn in the mouth. They will construct devices and appliances as specified by written prescription from the dentist.

Examples of the types of work students should be able to do to meet the standard:

- Students take alginate impressions, and pour and trim study models for diagnostic and prosthetic purposes.
- Students prepare a wax carving for molar crown pour up within given tolerances and measurements.

SPECIALTY PRACTICES

STANDARD 8:

Students will understand the function of a variety of dental office specializations. They will attain additional specialized training to perform specialized procedures.

Examples of the types of work students should be able to do to meet the standard:

- Students identify and describe the eight specialties and differentiate the services provided by each. They will include in the description the specific and unique skills required for employment in the specialty office.
- Students participate in a workplace learning observation in a specialty office assistant to become familiar with the patient services provided and the environment in which the work takes place.
- Students prepare a report on a specific specialty procedure and present the information to the class.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

In a simulation a patient will show signs of anaphylactic shock following an injection prior to dental treatment. Students will accurately identify the emergency and appropriately react in a specified time limit. They will assure the patient's safety, report to the doctor, and assist with keeping the patient, other patients, and the office staff calm. (Standards 1,3,5)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

DIAGNOSTIC SERVICES

INTRODUCTION

Diagnostic services incorporate the job-specific health career's core standards with job-specific didactic, laboratory, and clinical competencies for the various diagnostic occupations. Students completing course work in diagnostic services are prepared to assist with procedures leading to the analysis of the cause or nature of a condition, disease, illness, or injury.

Workplace learning experiences may occur in a variety of health care settings.

PATIENT MANAGEMENT

STANDARD 1:

Students will know a variety of organizational skills for maintaining and providing efficient operation of diagnostic services. They will collect data, allocate units of time, prepare patients and document, and report findings.

Examples of the types of work students should be able to do to meet the standard:

- Students practice terminal digit filing by using prepared file cards and given a set of file cards complete the filing without error.
- Based on a presentation by a diagnostic department management representative presentation, students explain how department staffing is affected by the patient load. They suggest several methods for accommodating the patient load under several different conditions, e.g., an unusually heavy patient load due to a multiple auto accident with many severe injuries.
- Students review generic patient charts to determine acceptable methods of documentation and practice the various methods with accuracy and completeness.

DIAGNOSTIC IMAGING PROCEDURES

STANDARD 2:

Students will know procedures performed within the diagnostic imaging department. They will assist diagnostic imaging personnel with patients and equipment within boundaries regulated by policy and protocol.

Examples of the types of work students should be able to do to meet the standard:

- Students create a crossword puzzle using the terminology for procedures performed in a diagnostic imaging department.
- Students identify the equipment used for procedures performed in a diagnostic imaging department and describe the use and function of each.
- Students participate in a workplace learning experience and provide assistance as designated by the department manager and based on classroom preparation. They share their experience and describe the various procedures that occurred during their assigned time at the department.

ELECTROCARDIOGRAM PROCEDURES

STANDARD 3:

Students will know the procedures and equipment necessary to perform single and multi-lead ECG's. They will identify the cardiac cycle, perform ECG testing, compare results, and report normal and abnormal findings.

Examples of the types of work students should be able to do to meet the standard:

- Students create a step by step procedure guide for performing an ECG. The guide includes how to identify and report normal and abnormal findings.
- Students label the components of a standard ECG machine and demonstrate the appropriate use and maintenance of each component.
- Students label a diagram of the body to demonstrate the placement of ECG leads. Students practice placing leads for an accurate reading.

ELECTROENCEPHALOGRAPH PROCEDURES

STANDARD 4:

Students will understand the purposes of a variety of EEG procedures and know the relationship between EEG testing equipment and valid test results. They will perform EEG testing, conduct evoked response tests for use in diagnosing brain and nervous system disorders, and will operate and maintain EEG equipment according to manufacturer and facility requirements.

Examples of the types of work students should be able to do to meet the standard:

- Students label the components of a standard EEG machine and demonstrate the appropriate use and maintenance of each component.
- Students research and identify common symptoms which result in a patient requiring an EEG. They describe expected findings and the recording and reporting process for the procedure.
- Students label a diagram of the head to show the placements of electrodes. They practice placing the electrodes for an accurate response.

PHLEBOTOMY TECHNIQUES

STANDARD 5:

Students will understand the rationale for the use of phlebotomy equipment and techniques for blood withdrawal related to requested specimens and individual patient needs. They will select appropriate equipment and techniques for blood withdrawal and perform procedures according to accepted protocols.

Examples of the types of work students should be able to do to meet the standard:

- Students research the facility's policy (protocol) for phlebotomy.
- Students observe a phlebotomist interacting with patients of various ages and then, in a role play situation, demonstrate how to approach patients and explain how the procedures will be performed.
- Students practice phlebotomy procedures as described by regulations and within facility protocols.

CLINICAL LABORATORY PROCEDURES

STANDARD 6:

Students will understand the purposes and methods of collecting and processing a variety of laboratory specimens and know the function and care of required equipment. They will collect, label, handle, and prepare specimens according to facility protocol. They will maintain supplies and equipment.

Examples of the types of work students should be able to do to meet the standard:

- Students create a list of the most common laboratory tests which are performed and describe the purpose and function of each test.
- Students practice the collection, labeling, and handling of specimens.
- Students follow a specimen from collection to processing and perform the appropriate test at each steps.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students will describe the various diagnostic procedures that would be utilized for a patient that has complained of severe headaches for several months. Included in the description would be the purpose for each procedure, who would perform the procedure and how the results would be reported. (Standards 1,2,3,4,5,6)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

HEALTH CARE INFORMATION SERVICES

INTRODUCTION

Health care information services incorporate the job-specific health careers core standards with didactic, laboratory, and clinical competencies for the various health care information occupations. Students completing course work in the health care information services are prepared for collecting, transcribing, documenting, reporting, and interpreting patient-related data.

Workplace learning experiences may occur in hospitals, clinics, and related agencies.

MEDICAL RECORDS MANAGEMENT

STANDARD 1:

Students will understand medical records management systems. Students will know the purpose of formatting, types, content, and legal aspects of medical records. They will prepare, complete, audit, analyze, abstract, process, store, and retrieve medical records according to legal guidelines and facility policies.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare a sample patient record from a prepared patient case study.
- Students research and report on three ramifications of improperly prepared medical records.
- Students describe why medical records are considered legal documents.

ADMITTING PROCEDURES

STANDARD 2:

Students will know in-patient and out-patient admitting procedures as related to patient diagnosis and understand how these procedures affect all other hospital services. They will collect demographic and insurance information and will perform patient admission procedures according to hospital policy.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare two sample admission forms, one in-patient and one out-patient, in a role play activity using patient interview techniques and a prepared case study.
- Students determine the appropriate patient assignment based on the admission form information.
- Students describe criteria for determining in-patient and out-patient status from prepared case studies.

HEALTH CARE FINANCIAL MANAGEMENT

STANDARD 3:

Students will understand the economic impact of billing, coding, and health insurance claims on health care providers. Students will know a variety of billing systems, collection procedures, types of insurance, and principles of complex diagnostic and procedural coding. They will collect patient data, verify coverage, process insurance claims, and use coding systems to maximize reimbursement within legal parameters.

Examples of the types of work students should be able to do to meet the standard:

- Students collect and complete three sample third-party payer forms from prepared case studies.
- Students describe how proper and improper coding affects reimbursement to be received and will give examples of each.
- Students prepare a sample collection letter and in role play practice making collection phone calls.

TRANSCRIPTION PROCEDURES

STANDARD 4:

Students will know medical transcription procedures and how to use equipment necessary to record complete documentation of patient care. They will operate the transcription equipment, transcribe, edit, proofread, and format appropriate medical documents according to policy.

Examples of the types of work students should be able to do to meet the standard:

- Students transcribe three sets of doctor's orders with different ethnic accents from transcription equipment.
- Students edit each of three prepared reports for grammar, spelling, and content accuracy.

HEALTH UNIT MANAGEMENT

STANDARD 5:

Students will understand the function of diagnostic, therapeutic, and other health care services and how they relate to patient care. They will participate as members of the health care team to efficiently coordinate activities on a health care unit/department that impact delivery of patient care.

Examples of the types of work students should be able to do to meet the standard:

- Students prioritize care assignments for a ten-bed surgical unit from case studies for each patient.
- Students prepare a diagram illustrating lines of authority for incident reporting.
- Students prepare a typical patient unit poster illustration and describe to classmates the functions of each item.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Given a set of confidential patient files, the student reviews each chart and distributes it to the appropriate department. Files that have been completed are filed in the appropriate area utilizing the coding and filing system of that department. Students prepare a written report of department protocols for patient file disbursement. They include in the report how each file is prioritized, transported, transferred or loaned to various departments/clinics. (Standards 1,2,3,4,5)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

MEDICAL OFFICE SERVICES

INTRODUCTION

Medical office services incorporate the job-specific health careers core standards with didactic, laboratory, and clinical competencies for the various medical office occupations. Students completing course work are prepared to provide direct medical administrative or direct patient clinical support.

Workplace learning experiences may occur in private and group medical practices or medical clinics.

PATIENT MANAGEMENT

STANDARD 1:

Students will understand a variety of organization skills to maximize efficient office operation in providing patient services. They will collect patient data and allocate units of time according to urgency, office practice preference, equipment, space, and staffing variables.

Examples of the types of work students should be able to do to meet the standard:

- Students design scheduling and appointment systems that serves the medical offices with optimal efficiency.
- Students role play typical patient behaviors in the office setting.
- Student respond to typical medical office telephone communications, determine which calls require an immediate response and which calls can be delayed until an appointment is available.

RECORDS AND FINANCIAL MANAGEMENT

STANDARD 2:

Students will know the purpose and function of a variety of medical and financial records systems. Students will understand the various types of insurance coding and claims processing procedures. They will maintain and manage medical and financial records systems, collect data, process coded insurance claims, receive and prepare correspondence, and verify legal documentation.

Examples of the types of work students should be able to do to meet the standard:

- Students practice medical billing procedures on the pegboard system and computer using appropriate forms and coding systems.
- Students access various insurance providers including Medicare and Medical for patient verification and will process insurance claims.

TREATMENT PROTOCOLS

STANDARDS 3:

Students will understand the needs of patients and clinicians when preparing for specific procedures. They will prepare the patient, assemble and prepare the necessary equipment and instruments, assist the clinician and perform patient services as requested.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare the patient for minor surgery.
- Students practice assisting the physician in a routine physical exam.
- Students role play teaching a patient about the care of a specified medical condition.

SUPPORTIVE PROCEDURES

STANDARD 4:

Students will know the various support services procedures necessary to provide quality patient care. They will prepare and process instruments and equipment and utilize inventory control procedures to assure appropriate and quality patient care.

Examples of the types of work students should be able to do to meet the standard:

- Students perform simple laboratory tests such as urinalysis, blood sugar, and finger sticks.
- Students sterilize and disinfect equipment and supplies according to universal precautions and office protocol.
- Students practice inventory control procedures and prepare a system for assuring that supplies are available as needed.

SPECIALTY PRACTICES

STANDARD 5:

Students will understand the function of a variety of medical office specializations. They will attain additional specialty training to perform specialized procedures.

Examples of the types of work students should be able to do to meet the standard:

- Students research the roles of the medical assistant in the various specialty office in the local community.
- Students practice specialty procedures according to office protocol and regulated scope of practice for the specialty.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

The student is given the following case study: “a patient arrives with a 2 year old child who has ingested a large amount of a potentially fatal prescription drug. The medical office is in a rural community and is closer than an acute care facility that is 2 hours away by car.” The student will describe the steps necessary for immediate care, the alternative methods for treating the child, tests that need to be taken, and the role of the medical office assistant in the entire procedure. (Standards 1,2,3,4,5)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

NURSING SERVICES

INTRODUCTION

Nursing services incorporate the job-specific health career's core standards with didactic, laboratory, and clinical competencies for the various nursing occupations. Students completing course work in the nursing services are prepared to assist with direct patient care required as a result of a condition, disease, illness, or injury.

Workplace learning experiences may occur in a variety of health care settings.

BASIC PATIENT CARE

STANDARD 1:

Students will know basic nursing skills and procedures as designated by standards of practice and state and federal guidelines. They will assist with activities of daily living, prevention of decubiti, elimination problems, and patient feeding. They will perform and assist with treatments and procedures to optimize patient well-being.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate basic bedside patient care skills, such as bed making, bathing, oral care, hair care, dressing.
- Students research death and dying through a variety of readings to gain an understanding of the patient and the patient's family and friends' behaviors during the process and the appropriate reactions of the health care worker.
- Students practice and demonstrate various patient procedures and treatments such as vital signs, hot packs, and other regularly provided health care services.
- Students practice and demonstrate the use, care, and maintenance of various equipment used in patient care procedures.

HOME CARE

STANDARD 2:

Students will know how to adapt basic patient care skills and treatments to a safe and hygienic environment in the home. They will provide care according to a prescribed plan of care while maintaining a clean patient environment.

Examples of the types of work students should be able to do to meet the standard:

- Students practice and demonstrate basic home health patient care skills as well as food service and nutritional activities included in home care responsibilities.
- Students identify and demonstrate home safety measures that they must practice in the various home settings.
- Students practice patient care recording and reporting skills through case study scenarios.

RESTORATIVE PROCEDURES

STANDARD 3:

Students will understand the concepts and procedures of restorative care. They will assist in restorative practices and procedures as designated by facility policy and resident capability.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate the use of various restorative equipment and will participate in a simulated demonstration of various restorative practices.
- Students prepare a case study of an injured person who requires restorative care including why the care is needed, the kinds of care that should be provided, and the level of recovery anticipated.

REHABILITATIVE CARE

STANDARD 4:

Students will understand the needs of disabled clients and know necessary rehabilitative modalities and the use of assistive and orthotic equipment necessary for client mobility. They will perform rehabilitative procedures and treatments, and assist disabled clients with the use and care of their equipment.

Examples of the types of work students should be able to do to meet the standard:

- Students perform various daily functions and activities for patients with disabilities such as being wheelchair bound, blind, hearing impaired, or having head injury and other disabling conditions.
- Students gain an understanding through research of typical behavioral and psychological problems of the disabled client. They prepare a paper on the various responses that would be appropriate for the health care worker aligned with the typical behavioral problems that may occur.
- Students practice recording and reporting patients' progress in the various rehabilitation modalities.

GERONTOLOGY CARE

STANDARD 5:

Students will know the signs and symptoms of diseases and disorders commonly observed in the elderly, as well as basic principles of medication administration and unit management. They will perform treatments, administer selected medications, recognize changes, and report outcomes. They will design work schedules for nurse assistants, and transcribe and document physician's orders.

Examples of the types of work students should be able to do to meet the standard:

- Students practice common gerontological medication administration. They will describe normal and abnormal reactions to the medications to be administered.
- Students demonstrate transcription techniques accurately and completely from written scenario situations.
- Students design a typical 8-hour work schedule for the nursing assistant staff.

SPECIALTY PROCEDURES

STANDARD 6:

Students will understand the principles of caring for patients in specialty care units. They will apply these principles as they assist in the nursing care and treatments of these patients.

Examples of what a student should be able to do at the proficient level:

- Students identify various departments in an acute care hospital and describe the typical patient population and practices that occur in the department.

ADVANCED PATIENT CARE

STANDARD 7:

Students will utilize the nursing process as they expand their basic patient contact skills with additional methods and procedures needed to meet competencies as determined by the state licensing agency. Students will know the facts related to providing care for clients with specific medical/surgical diagnoses. They will apply this knowledge when providing patient care.

Examples of the types of work students should be able to do to meet the standard:

- Students learn and understand the significance of the scope of practice for vocational nursing.
- In a role play activity, students demonstrate leadership and supervision techniques in several situations including uncooperative subordinates, difficult patients, disagreements about scheduling, and an unequal patient load.
- Students practice medication administration through a specialized computer activity within their scope of practice and with a variety of patient types.

ADVANCED SPECIALTY CARE

STANDARD 8:

Students will understand the principles of caring for patients with a variety of specialized needs. They will apply these principles as they care for these patients.

Examples of the types of work students should be able to do to meet the standard:

- Students practice communicable disease care and treatment procedures and will demonstrate appropriate and sensitive communication techniques with the recipient of the care.
- Students practice special pediatric care and treatment procedures with sensitivity to the age, attitude, and condition of the child.

DEVELOPMENTAL DISABILITY AND MENTAL HEALTH CARE

STANDARD 9:

Students will know the needs of the developmentally disabled population. Students will understand the differences between normal and abnormal behavior and factors that influence these behaviors as well as specific interventions for abnormal behaviors. They will provide a safe environment while maximizing client potential. They will identify and reinforce positive behavior in the cognitively impaired.

Examples of the types of work students should be able to do to meet the standard:

- Students list several of the more common developmental disabilities and discuss normal and abnormal behaviors related to the disability.
- Students identify and demonstrate in a simulation activity positive behavior modification techniques.
- Students demonstrate through a role model crisis intervention techniques in response to several typical patient behaviors.

ADVANCED DEVELOPMENTAL DISABILITY CARE

STANDARD 10:

Students will understand the factors leading to developmental disabilities. Students will know signs, symptoms and prognoses of common developmental disorders. Students will understand the concept of normalization and will know what community services are available to achieve this goal. They will provide care for clients that reflect understanding of specific diagnoses with a focus on skills that reinforce normalization in all settings.

Examples of the types of work students should be able to do to meet the standard:

- Students practice and demonstrate competency for treatments and procedures necessary in the care of the developmentally disabled.
- Students research, identify, and prepare a brochure on community services available for the developmentally disabled.

ADVANCED MENTAL HEALTH CARE

STANDARD 11:

Students will know classification and symptoms of major mental disorders including addictive behaviors, personality disorders, and eating disorders as described in the current edition of the diagnostic and statistical manual. They will use methods and procedures which assist in maintaining a safe environment and in providing care for clients.

Examples of the types of work students should be able to do to meet the standard:

- Students read, interpret, and understand the significance of the scope of practice regulations for the psychiatric technician.
- Students investigate community resources that are available to help assist the mentally challenged.
- Students role play various addictive behaviors as they relate to the mentally ill showing appropriate response of the health care worker.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

After completing of a unit on appropriate protocol and procedures at proficient skill levels, students participate in a health fair and take blood pressure measurements on a variety of individuals (clients) attending the health fair including children, elderly, and the disabled. Student assemble the necessary equipment and follow all safety procedures and protocols, and record blood pressure measurement and report the information to client. (Standards 1,3,4,5)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

PREVENTIVE SERVICES

INTRODUCTION

Preventive services incorporate the job-specific health careers core standards with didactic, laboratory, and clinical competencies for the various preventive occupations. Students completing course work in preventive services are prepared to support client well-being and promote efforts aimed at disease prevention and health maintenance.

Workplace learning experiences may occur in outpatient and other community settings.

COMMUNITY HEALTH SERVICES

STANDARD 1:

Students will understand how cultural background, ethnicity, and limited resources impact individual access to health care services. They will perform outreach activities and referral services to provide preventive health education, primary care, and behavioral health services to identified clients.

Examples of the types of work students should be able to do to meet the standard:

- Students complete a survey of the community to determine ethnic distribution of the citizens.
- Students prepare and present a report on different health habits and health care beliefs specific to the three most common ethnic groups in the community.

COMMUNITY SUPPORT SERVICES

STANDARD 2:

Students will understand the various support services provided in the community. They will assist with providing these services in promoting wellness and improving the health status of the community through other non-government agencies.

Examples of the types of work students should be able to do to meet the standard:

- Students locate community health care agencies and describe the services each provides.
- Students prepare a plan for informing various groups of the availability of services with instructions on how to access the services.
- Students select a specific site for a workplace interning experience and assist with preparation of the interning task list.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students survey the community to determine the need for preventive health care services. They prepare a report describing the results of the survey and match the need to the available services. They then prepare a plan for establishing the services that are not available in the community, justify the need for the services, and recommend the types of health care facility and personnel that will be needed to provide the service(s). Included in the plan will be strategies for seeking resources, recruiting staff, and notifying those needing the service(s) of their availability. (Standards 1,2)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

SUPPORT SERVICES

INTRODUCTION

Support services incorporate the job-specific health careers' core standards with didactic, laboratory, and clinical competencies from the various support occupations. Students completing course work in support services are prepared to provide supportive assistance to the patient, environment, equipment, and materials.

Workplace learning experiences may occur in a variety of health care settings.

DISTRIBUTION OF MATERIALS

STANDARD 1:

Students will understand storage, distribution, and management procedures. They will process incoming and outgoing supplies and equipment and will initiate and maintain appropriate controls.

Examples of the types of work students should be able to do to meet the standard:

- Students survey the classroom and design a reorganization of storage areas.
- Students complete a report on what they learned about efficiency and effectiveness related to organization.

EQUIPMENT AND INSTRUMENTS

STANDARD 2:

Students will understand the various types, functions, and maintenance requirements of equipment, supplies, and instruments. They will decontaminate, sterilize, and assemble packaged materials according to standard protocol.

Examples of the types of work students should be able to do to meet the standard:

- Students identify equipment, supplies, and instruments used in support services and demonstrate the use and maintenance of each item.
- Students develop an equipment-care criteria list based on use frequency.
- Students process instruments from sterilization to packaging using proper infection control procedures.

ENVIRONMENT SERVICES MANAGEMENT

STANDARD 3:

Students will understand the function of and required care for equipment and supplies used in the environmental services department. They will utilize, store, and maintain equipment while providing a safe health care environment.

Examples of the types of work students should be able to do to meet the standard:

- Students design a storage area that will provide for safe storage, use, and maintenance of the equipment.
- Students create a procedure for maintaining a supply inventory system.

PATIENT TRANSPORT

STANDARD 4:

Students will understand the procedure and equipment used when positioning, transferring, and transporting patients. They will position, transfer, and transport patients with and without assistive equipment.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate through a role play activity proper and safe transport of patients with various disabling conditions.
- Students demonstrate proper body mechanics while assisting in transferring and positioning patients.
- Students demonstrate procedures used with assistive equipment, e.g., wheelchairs, gurneys.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Students assist the central service technician in ordering and receiving supplies in the Central Service Department of the hospital. They write a summary of the activity describing the critical nature of central service procedures and results that could occur if the procedures are not done properly. (Standards 1,2,3)

HEALTH CAREERS EDUCATION STANDARDS

GRADE 12

CAREER PATH – PREPARING TO WORK IN HEALTH CARE LEVEL II

THERAPEUTIC SERVICES

INTRODUCTION

Therapeutic services incorporate the job-specific health careers core standards with didactic, laboratory, and clinical competencies for the various therapeutic occupations. Students completing course work in the therapeutic services are prepared to assist with treatment and rehabilitation required as a result of a condition, disease, illness, or injury.

PATIENT MANAGEMENT

STANDARD 1:

Students will know a variety of organization skills to maximize efficient operation of therapeutic services. They will collect data, allocate units of time, prepare patients and documents, and report the results of various treatment modalities.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare a hospital-based therapy department patient appointment schedule with appropriate units of time designated for each procedure and consistent with other procedures that have been scheduled for the patient by other departments.
- Students prepare the patient charts accurately according to facility protocol and third-party payer requirements.

ACTIVITY PLANNING

STANDARD 2:

Students will understand the biological, social, and psychological changes that occur with the normal aging process along with the limitations imposed by medical conditions when bed-bound or low-functioning. They will plan activities which include exercise, social activities, and creative functions to accommodate a variety of clientele.

Examples of the types of work students should be able to do to meet the standard:

- Students interview an activities director to determine physical limitations of residents and will design appropriate activities for a variety of patients capabilities.
- Students observe a restorative aide or physical therapist and will propose several new activities for a selected patient.

MEDICAL AND TRAUMATIC EMERGENCIES

STANDARD 3:

Students will know the skills necessary for assessment and management of emergency situations. They will utilize these skills for patient care which may include, but is not limited to, obstetrical, pediatric, medical, behavioral, and traumatic environmental emergencies.

Examples of the types of work students should be able to do to meet the standard:

- Students complete the coursework and receive certification for First Aid/ CPR.
 - Students demonstrate appropriate response to several emergency encounters during a mock disaster drill.
 - Students utilize an interactive computer program that simulates various emergency situations and assesses the students' basic emergency skills.
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REHABILITATION PROCEDURES

STANDARD 4:

Students will understand various physical disabilities and related modalities and procedures used in the rehabilitation process. They will assist physical and occupational therapists with techniques designed to optimize patients' independence.

Examples of the types of work students should be able to do to meet the standard:

- Students study and interpret the Americans for Disability Act specific to patients' care and patients' rights.
 - Students interview a rehabilitation patient to determine the various forms of therapy that the patient has experienced and the patient's analysis and reaction to each therapy.
 - Students list and define various forms of therapies used for rehabilitating patients.
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PHARMACEUTICAL PROCEDURES

STANDARD 5:

Students will understand the principles of dispensing prescriptions and drug distribution systems to various patient care areas. Students will understand pharmaceutical dosages, forms, routes of administration, and generic equivalents. They will manufacture, package, and label prescriptions, request and receive refill authorizations, and prepare medications to dispense according to distribution procedures.

Examples of the types of work students should be able to do to meet the standard:

- Students make a list of common medications and their generic equivalents.
 - Students research the scope of practice for employees who are involved in any aspect of pharmaceutical procedures.
 - Students select twenty common medications and indicate the appropriate routes of administration.
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INTRAVENOUS SOLUTIONS PREPARATION

STANDARD 6:

Students will understand the principles of aseptic techniques in the manufacturing of sterile products. They will aseptically prepare intravenous admixtures and other sterile products as prescribed.

Examples of the types of work students should be able to do to meet the standard:

- Students draw and label a diagram of an air flow hood and will write a brief description of the circumstances in which it is utilized.
- Students observe/interview a pharmacist to determine commonly practiced aseptic techniques.

ORTHOPEDIC PROCEDURES

STANDARD 7:

Students will understand the process for assessment of orthopedic patients and will know the technician's role in applying casts and orthopedic devices. They will perform assessment techniques and appropriate intervention for pre- and post-operative care. They will apply braces and related orthopedic devices according to medical staff instructions.

Examples of the types of work students should be able to do to meet the standard:

- Students observe the application of three different types of casts.
- Student make a poster board demonstrating the materials used in casting.
- Students observe the construction of a traction apparatus for a specific patient's needs.

PHYSICAL THERAPY PROCEDURES

STANDARD 8:

Students will know the various procedures and equipment used for the physical comfort, rehabilitation, safety, and appearance of patients. They will prepare patients for physical therapy treatments, assist the physical therapy team during administration of treatment, and administer routine treatments as directed.

Examples of the types of work students should be able to do to meet the standard:

- Students interview a patient who is engaged in physical therapy activities and will determine the history of the patient's treatment.
- Students practice resistive exercise with other classmates.
- Students read the patient's charts and will prepare the patient for a specific treatment according to department protocol.
- Students study the scope of practice for physical therapists and will determine which treatments may be legally performed by each member of the team.

RESPIRATORY THERAPY PROCEDURES

STANDARD 9:

Students will know appropriate therapy techniques for equipment cleaning and equipment maintenance, and will understand inventory procedures. They will manage inventory and order and rotate equipment and supplies. They will accurately monitor, record, and report hours of use for designated equipment.

Examples of the types of work students should be able to do to meet the standard:

- Students review the ordering procedure and write up a mock order form for respiratory therapy treatment.
- Students observe the cleaning of respiratory therapy equipment and list the steps performed.
- Students select one piece of equipment and draw and label a diagram to identify the components and their use and maintenance.

SPORTS MEDICINE PROCEDURES

STANDARD 10:

Students will understand the principles of fitness, prevention of sports injuries, and rehabilitative modalities of injury. They will manage individual fitness programs and use appropriate protective, preventive, therapeutic, and rehabilitative equipment and materials.

Examples of what a student should be able to do at the proficient level:

- Students practice procedures used in the care of athletic injuries including bandaging of specific areas of injury and applying ice to identified areas of injury.
- Students interview an athletic coach to determine the most common injuries sustained in various sports and identify methods of prevention for each injury.

OPTICAL DISPENSING

STANDARD 11:

Students will know prescription spectacle dispensing, contact lens fitting, and dispensing techniques. They will assist with frame and lens selection, order, and dispense prescriptions as well as fit, order, evaluate, modify, and dispense spectacles, contact lenses, and low vision aids.

Examples of the types of work students should be able to do to meet the standard:

- Students visit a frame display and will practice fitting frames on each other.
- Students observe several optical examinations and discuss how the specific prescriptions are determined.

OPTICAL PROCEDURES

STANDARD 12:

Students will know fabrication techniques of prescription eye wear, kerotometry, visual therapies, low vision classifications, and special order procedures. They will perform diagnostic procedures, retnascopy, refractometry, lensometry, and advanced spectacle calculations.

Examples of the types of work students should be able to do to meet the standard:

- Students observe a kerotometry procedure, keep a log of the various steps of the procedure, and report the details to the class.
- Students make a poster board demonstrating the steps necessary to prepare a lens.

Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Given a scenario of “a young motorcycle accident victim with multiple injuries including, head and neck, spine, right arm and leg, and likely visual impairment,” the students prepare a display of the route the patient will take through the health care system beginning at the scene of the accident. Students describe the care provided and by whom at each department that will see the victim. Assuming that the patient survives, students include the various therapies that may be needed in the patient’s rehabilitation. (Standards 1,2,3,4,5,6,7,8,9,10,11,12)